**Blue areas are ideas focused on students, problem-solving and critical thinking.**

**Green areas are ideas focused on teachers collaborating.**

**Red areas are focused on the authentic, cross-curricular project-based learning.**

**Purple areas are highlighted to help focus on possible areas of technology support.**

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| Team Vision | Current Reality |
| The vision for East Palestine middle school is a transformed school in which students are engaged in critical thinking, problem solving, communication and collaboration through utilizing technology tools to access and analyze information to solve real-world problems in a variety of venues. Creating student centered learning environments through framework utilizing standards assessments, curriculum and instruction, professional developments for teachers. | * Our schools currently have access to a computer lab only. * We currently have four smart boards. * We lack the new technology tools. * Staff lacks the pedagogical knowledge to implement 21st century skills. * Achievement scores are not meeting AYP for economically disadvantaged and IEP students. * Math skills in the area of problem solving are weak. * Lack of differentiated instruction in our classrooms. |

***Big Idea Goal #1:***

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| **East Palestine Middle School Grant teachers will transform classroom learning environments into flexible and adaptable settings which meet the needs of all students and support the acquisition of 21st century skills.** |

***Performance Indicators for Big Idea Goal #1***

1. **By November 2010, the grant teachers at East Palestine Middle School will be involved in professional development activities that develop skills to use tools and resources that will help 21st century students learn.**

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| **(BG1PI1) BARRIERS** | **(BG1PI1) IDEAS TO IMPLEMENT** |
| * **How do we find time for PD?** * **Knowing how to assess our progress.** * **Who will lead PD?** * **How will we differentiate instruction in large classrooms across all subjects?** | * **Looking at schedule and arranging adequate time for PD.** * **Need PD for data collection.** * **Find the appropriate technology for data collection.** * **Two members of team will lead each meeting.** * **PD in the area of differentiated instruction.** |

1. **By January 2011, the grant team will implement TPACK (technology, pedagogy, content knowledge) activities to support differentiated instruction through student work.**

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| **(BG1PI2) BARRIERS** | **(BG1PI2) IDEAS TO IMPLEMENT** |
| * **How do we measure student learning outcomes?** * **What technologies would we need to differentiate for all learners?** * **How will we find time to analyze learner outcomes?** * **How to effectively implement TPACK?** | * **Utilize county resources to assist and assess student learning outcomes.** * **Utilize PD to become proficient in useful technologies for differentiated instruction using TPACK.** * **Principal sets aside time for grant team to access student learning outcomes.** * **Team grant members collaborate and share ideas, through online wiki’s, and team meetings.** |

**ACTION STEPS (BG1 PI 1 & 2)**

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| **Action Steps**  (*Project Activities)*  *Set Priorities based on Performance Indicator timeline!* | **Timeline**  (should cover through June 2011) | **Person(s) Responsible** | **Evidence of Action Step Completed** (benchmarking)  *What data will you need to collect here to show evidence of each step?* |
| 1. Grant team members will be involved in a professional development developed for implementation of the grant goals. The team will meet initially every three weeks, but the **team will look for ways to collaborate online and asynchronously.**  Principals will work with scheduling to design time for professional development. | **Initiated August 2010** | Grant team  Principal  Coach develops the wiki.  Team uses wiki for communication and sharing. | Professional development times are scheduled and meeting notes are kept. A wiki is developed to track the meetings, post the minutes and allow for team members to communicate. |
| 2. Team meets with the Ed Tech agency for a four hour inservice on the technology available The team decides which technology needs to be ordered to start that best supports project-base learning, critical thinking, and problem solving skills. | **August 2010** | Grant team  schedules Ed Tech agency | Technology list is generated with direct alignment to content and pedagogy needs.  Technology is ordered by Tech Coordinator |
| 3. Grant team members will participate in PD in order to support activities in differentiated instruction supported by TPACK. | **September 2010** | Coach will schedule  The grant team plans and implements the PD | PD person is identified and dates and times are set  Team members begin to collaborate online with Wiki. |
| 4. | **October 2010** |  |  |
| 5. Grant team teachers develop lessons utilizing differentiated instruction supported by TPACK. Technology is chosen based on the needs of the lessons. | **November 2010** | Individual teachers  Tech coordinator | PD is discussed on wiki and shared.  Reflections of lessons will be shared on wiki |
| 6. Grant team teachers implement lessons utilizing differentiated instruction supported by TPACK. Technology is chosen based on the needs of the lessons | **January 2011** | Individual teachers  Students | Authentic student work. |
| **(BG1) Resources Needed** | | **(BG1) Professional Development Needed** | |
| * **Time** * **Technology for data collection** * **Collaborative environments** * **Access to technology in class and in the field** * **Social networking** * **Technology for collaborating and communicating** | | * **Data Collection** * **Differentiated instruction** * **Revising schedules to allow for PD time** * **Developing online resources** * **Collaborating online** | |

***Big Idea Goal #2:***

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| **East Palestine Middle School Grant teachers and students will collaborate to develop and engage in cross-curricular technologically sound, authentic, project-based learning focused on problem solving and critical thinking.** |

***Performance Indicators for Big Idea Goal #2***

**1. By January 2011, grant teachers will be involved in professional development activities to discuss data, identify potential topics, and learn how to incorporate the 21st century skills of problem solving and critical thinking into their teaching.**

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| **(BG2PI1) BARRIERS** | **(BG2PI1) IDEAS TO IMPLEMENT** |
| * **When will we have time for professional development?** * **Who will provide the professional development?** * **How will we show progress for critical thinking and problem solving?** * **What tools will be needed?** * **How will we report progress?** | * **Looking at schedule and arranging adequate time for PD.** * **Need PD for data collection.** * **Find the appropriate technology for data collection.** * **Utilize county resources and Ed Tech agency for PD** |

**2. By March 2011, the grant teachers will collaborate to plan for at least one cross-curricular, project-based learning unit that supports critical thinking and problem solving, as evidence by sharing and discussion in team meetings..**

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| **(BG2PI2) BARRIERS** | **(BG2PI2) IDEAS TO IMPLEMENT** |
| * **How will we find time to develop a cross-curricular unit?** * **How will we assess critical thinking and problem solving?** * **In what ways will we share this information?** * **How do we find time in our curriculum to do project-based learning units?** | * **Look at schedule and arrange for time to meet together** * **PD for assessing critical thinking and problem solving** * **Set up a wiki to collaborate among team members** |

**3. By May 2011, a student group identified for the grant will demonstrate problem-solving ability and critical thinking by engaging in project-based learning as evidenced by the satisfactory completion of at least one project-based learning unit**.

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| **(BG2PI3) BARRIERS** | **(BG2PI3) IDEAS TO IMPLEMENT** |
| * **What student group will we choose and how will they be chosen?** * **We don’t have any cross-curricular themes developed.** * **All students don’t have technology access at home.** * **How will we show student progress?** | * **Collect and analyze student data to identify student populations for remediation or other learning needs to prepare for PBL** * **Students use online learning environments to collaborate, communicate and think creatively about solutions—brainstorm, make flowcharts, etc** * **Technology needed for online work and student data collection and report writing** |

**ACTION STEPS (BG2 PI 1,2, & 3)**

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| **Action Steps**  (*Project Activities)*  *Set Priorities based on Performance Indicator timeline!* | **Timeline**  (should cover through June 2011) | **Person(s) Responsible** | **Evidence of Action Step Completed** (benchmarking)  *What data will you need to collect here to show evidence of each step?* |
| 1. The grant team will plan a project based unit for March implementation. In addition to weekly meetings the team will meet every third Friday for Professional Development | **January 2011** | Principal clears schedules for meetings  Team plans and implements PD | PD person identified and date, time, and location is set  Agenda is set for PD  Team members will collaborate online using wiki. |
| 2. | **February 2011** |  |  |
| 3. Project-based unit is developed by the grant team. Technology is chosen based on the needs of the project-based unit for each content area. Professional development is designed for data collection and analysis using technology tools. | **March 2011** | Grant team  Tech coordinator- ordering of technology | PD discussed and shared on the team’s wiki. |
| 4. Teachers begin to teach critical thinking and problem solving skills in lessons to prepare for the project based learning unit. Teachers begin to utilize different technologies into existing lessons and teach students how to use them. | **April 2011** | Individual teachers  Principals  coach | Teachers discuss and report progress on utilizing and teaching technologies. coaches check in progress of teachers and students.  Teachers post progress in online discussions**.** |
| 5. Project-Based Learning Unit is implemented and shared. The team determines authentic local or global audience for real world display of PBL unit. | **May 2011** | Individual teachers  Coach  Principal  Tech coordinator | Teacher reflections are gathered in the wiki and analyzed by the team.  The project-based unit is revised for next year based on student data.  Feedback from students, teachers, parents, and community is collected electronically for easy analysis.  The grant team analyzes the data and reports it. |
| **(BG2) Resources Needed** | | **(BG2) Professional Development Needed** | |
| * **Time** * **Technology for data collection** * **Collaborative environments** * **Anytime access to technology** * **Social networking** * **Technology for communicating and collaborating** | | * **Project based learning units** * **Collaborating online** * **Assessing student critical thinking and problem solving** * **Analyzing student data** * **Developing online resources** * **Awareness of the curriculum of others in order to plan cross-curricular units** | |